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The Proceedings of Annual Conference on Academic Integrity is peer reviewed proceedings of the Annual Conference on Academic Integrity organized by the Higher School of Economics of KAZGUU University and Nazarbayev University in Astana, Kazakhstan. Established in 2015, the Conference brings together established scholars, early career researchers, practitioners and graduate students from national and international Universities and institutions. The aim of the conference is to share theoretical and empirical research on academic integrity; to debate best practices from around the world and to conceptualize new approaches. The focus of the 3rd Annual Conference is Academic Integrity and Internationalization. Many important challenges arise from this dynamic context: sustaining shared values and practices of academic integrity across borders; ensuring continuity of high quality standards in transnational education; and using technologies to promote academic integrity (whilst avoiding abuse of technologies by students to breach rules of integrity) are some of them.

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THE 3RD ANNUAL CONFERENCE PROGRAM
ACADEMIC INTEGRITY AND INTERNATIONALIZATION

Day 1: *May 18th, 2018*

Venue: *The Nazarbayev Centre*

Registration: 9:00-10:00

OPENING SESSION

Conference Chair: Loretta O'Donnell, PhD, Vice-Provost for Academic Affairs, Nazarbayev University

Conference Co-Chair: Dilbar Gimranova, MPhil., MBA, Dean of Higher School of Economics, KAZGUU University

Moderator: Loretta O'Donnell, PhD, Vice-Provost for Academic Affairs, Nazarbayev University

OPENING SPEECHES

Venue: Conference Hall

10:00-10:10 **Mr. Kanat Dzhumabayev**, Executive Director of the Foundation of the First President of the Republic of Kazakhstan – Elbasy

10:10-10:20 **Ms. Svetlana Ismagulova**, Acting Head of Department of Higher and Postgraduate Education, Ministry of Education and Science of the Republic of Kazakhstan

10:20-10:30 **Mr. Shigeo Katsu**, President, Nazarbayev University, Astana, Kazakhstan

10:30-10:40 **Mr. Talgat Narikbayev**, Rector, KAZGUU University, Astana, Kazakhstan

KEYNOTE SPEECHES

10:40-11:00 **Dr. Andrew Wachtel**, Rector, Narxoz University, Almaty, Kazakhstan

11:00-11:20 **Dr. Maia Chankseliani**, Associate Professor of Comparative and International Education & Fellow of St. Edmund Hall, University of Oxford, United Kingdom

11:20-11:40 **Dr. Alexander Morrison**, Tutor and Fellow of New College, University of Oxford, United Kingdom

11:40-12:00 **Q&A Session**

Lunch 12:00 – 13:00

Parallel Panels 1&2 13:00 – 14:20

Panel 1 – KAZAKH HIGHER EDUCATION SYSTEM IN THE CONTEXT OF INTERNATIONALIZATION

Venue: Conference Hall

Moderator: Dr. Galym Makhmejanov, Director of Qazaq Institute for Development Studies, Higher School of Economics, KAZGUU University

- 1) **Dr. Ikboljon Qoraboyev**, Higher School of Economics, KAZGUU University: *Kazakh Higher Education System in the Context of Competition from Chinese and Russian Universities*
- 2) **Murat Abenov**, Member of Association “Public Audit” & Chairman of the Committee on ICT, Education and Innovation of National Chamber of Entrepreneurs “Atameken”
- 3) **Saule Kemelbayeva & Olzhas Zhorayev**, Higher School of Economics, KAZGUU University: *Does Education Matter? Evidence from the Snapshot Analysis of Foreign Educated Graduates*

Panel 2 – INSTITUTIONAL AND ORGANIZATIONAL CHALLENGES OF PROMOTING ACADEMIC INTEGRITY WITHIN UNIVERSITIES

Venue: Room 304

Moderator: Dr. Sergey Pen, Dean of the Higher School of Law, KAZGUU University

- 1) **Dr. Duncan Priestley**, General Director of Institutional Effectiveness of Nazarbayev University: *Strategic Approaches to Academic Integrity – The Experience of Nazarbayev University*
- 2) **Dr. Almas Kanatov**, Scientific Secretary, Academy of Justice of the Supreme Court of Kazakhstan: *Academic Integrity in the Context of Internationalization: Eurasian Approach*
- 3) **Dr. Peter Howie**, Associate Professor of Graduate School of Public Policy, Nazarbayev University: *Research Ethics Committees: Their Importance in Building a Vibrant Research Community in Kazakhstan*
- 4) **Representative of Turnitin** (academic plagiarism-detection service): *Integrating Technology into Academic Integrity Policies and Best Practices*
- 5) **Kayirzhan Tokushev**, Head of the Project Office “Sanalyk Urpak” Agency of Republic of Kazakhstan, Civil Service Affairs and Anti-Corruption in Almaty: *Presentation of the Project Office “Sanalyk Urpak”*

Coffee-break 14:20 – 15:00

Parallel Panels 3&4 15:00 – 16:20

Panel 3 – IMPACT OF INTERNATIONALIZATION ON RESEARCH IN UNIVERSITIES

Venue: Conference Hall

Moderator: Dr. Peter Howie, Associate Professor of Graduate School of Public Policy, Nazarbayev University

- 1) **Dr. Haris Doumanidis**, Vice-Provost for Research, Nazarbayev University: *The Triumph of Quantities over Quality: Towards Unethical Research?*
- 2) **Dr. Kairat Moldashev**, Professor-Researcher, Applied Research Institute, Narxoz University & **Dr. Askhat Tleuov**, Assistant Professor, KIMEP University: *Internationalization of Research: Threat or Opportunity for Local Scientific Communities?*
- 3) **Sanat Kozhakhmet**, Suleyman Demirel University: *Research Self-Efficacy, Research Output, and Organizational Development Programs*

Panel 4 – PROMOTING ACADEMIC INTEGRITY WITHIN GRADUATE PROGRAMS

Venue: Room 304

Moderator: Dr. Ann Scholl, Innovative Learning Lead, Nazarbayev University

- 1) **Karie Pieczynski, Katherine Lam, & Lori Enns**, Writing Center Program, School of Humanities and Social Sciences, Nazarbayev University: *Peer Tutoring and Academic Integrity in Multicultural Context*
- 2) **Christopher Hyde, Elizabeth Molyneux, Rheanne Anderson, Matthew Ketteringham**, Centre for Preparatory Studies, Nazarbayev University: *Integrating Academic Integrity into a Masters Preparation Programme*
- 3) **Carlene Groen, Yelizaveta Kamilova, Paschalia Terzi, Joseph Yap & Darya Zvonareva**, Nazarbayev University: *What Went Wrong? A Five School Review of Master's Thesis Students Reference List*

Day 2: May 19th, 2018

Venue: KAZGUU University

Parallel Panels 5&6 10:00 – 11:15

Panel 5 – PROMOTING ACADEMIC INTEGRITY IN THE CONTEXT OF INTERNATIONALIZATION

Venue: Room 402

Moderator: Dr. Duncan Priestley, General Director of Institutional Effectiveness of Nazarbayev University

- 1) **Dr. Ann Scholl**, Innovative Learning Lead, Nazarbayev University: *Enhancing Academic Integrity in Student Assessments with Technology*
- 2) **Dr. Michalis Koniordos**, Professor of Economics, University of West Attica, Athens, Greece: *Alternative Ways of Teaching and Motivating Students in a Cross-Cultural Environment*

- 3) **Dominic Mahon**, Nazarbayev University: *Incorporating Academic Integrity Measures into the Constructive Alignment of an EAP Foundation Year Course in Kazakhstan. A Case Study*

Panel 6 – IMPACT OF ERASMUS+ AND BOLASHAK PROGRAM ON INTERNATIONALIZATION OF KAZAKHSTANI UNIVERSITIES

Venue: Room 428

Moderator: Marat Raimkhanov, Senior Lecturer, Higher School of Economics, KAZGUU University

- 1) **Shynar Imangaliyeva**, Head of International Affairs Department, Narxoz University: *Towards the Internationalisation in Higher Education: International Dimensions and Benchmarking Analysis of Chinese, European and Kazakhstani HEIs*
- 2) **Zhamilya Utarbayeva**, Coordinator, Department of International Academic Mobility, KIMEP University: *Influence of Erasmus+ international Credit Mobility Program on Career and Employability Prospects of its Alumni*
- 3) **Dr. Gulbakyt Kabanbayeva**, Senior lecturer of “Law” department, Al-Farabi KazNU & **Dr. Aknur Zhidebekkyzy**, Deputy Dean on Research & Innovation Affairs and International Relations at Higher School of Economics and Business, Al-Farabi KazNU): *The Role of Erasmus+ in the Internationalization of Higher Education*
- 4) **Laura Demessinova**, Executive Director, Association of Kazakhstan President’s Bolashak International Scholaship Fellows, Astana, Kazakhstan
- 5) **Kamshat Saginbekova, Aizhan Kashkenova & Gulbarshyn Kaidarova**, Higher School of Economics, KAZGUU University: *The Impact of Bolashak Program on Internationalization of Higher Education in Kazakhstan*
- 6) **Dr. Sarsengali Abdymanapov**, Rector of the Kazakh University of Economics, Finance and International Trade, **Dr. Aigul Toxanova**, Vice-Rector for Strategic Development and International Activities, & **Asemgul Kapenova**, Director of the International Business School: *About the Experience of the Kazakh University of Economics, Finance and International Trade in the Development of Internationalization Processes Through Erasmus + Projects*

Coffee-break 11:15 – 11:30

Parallel Panels 7, 8 & 9 11:30 – 12:45

Panel 7 – CHALLENGES OF ENSURING ETHICAL STANDARDS AND DEVELOPING RESEARCH COMMUNITIES IN CENTRAL ASIA

Venue: Room 402

Moderator: Dr. Kairat Moldashev, Professor-Researcher, Applied Research Institute, Narxoz University

- 1) **Gulfiya Kuchumova**, PhD Candidate, Nazarbayev University: *International Perspectives on Internal Quality Assurance in PhD Education*
- 2) **Ester Babajanyan**, Senior Lecturer, Higher School of Law, KAZGUU University: *Ethical Aspects of Legal Scientific Research*

- 3) **Botagoz Ispambetova**, PhD. Candidate Nazarbayev University, Graduate School of Education: *Research Ethics Review as One way to Protect Human Subject and Not Only*
- 4) **Zhadyra Makhmetova**, PhD. Candidate in Education, Nazarbayev University: *Research Ethics to the Conduct of Social Science Research in Kazakhstan: Reflections on Collecting Data for PhD. Thesis in Kazakhstani Educational Organizations*

Panel 8 – YOUTH PERSPECTIVES ON ACADEMIC INTEGRITY AND INTERNATIONALIZATION

Venue: Room 428

Moderator: Raushan Mukhamejanova, Senior Lecturer, Higher School of Economics, KAZGUU University

- 1) **Nurkhan Omarbekov**, Nazarbayev University: *An Exploratory Study on Causes and Effects of Student Migration in Kazakhstan in Case of Kostanay Region*
- 2) **Arman Yelesh**, Higher School of Economics, KAZGUU University: *Academic Industry and Internationalization*
- 3) **Kamila Myrzahmetova**, Karaganda State Medical University: *The Role of the Erasmus + Welcome Project "Towards Incoming International University Communities" in the Development of the Process of Internationalization of the KSMU*
- 4) **Danelya Akhmetova & Nargiz Seytbenbet**, Higher School of Economics, KAZGUU University: *Academic Integrity and Impact of Technology*
- 5) **Arman Dauletov**, Higher School of Economics, KAZGUU University: *The Influence of the Orientation Week on the Academic Honesty of Students*
- 6) **Kamilla Kadyrman**, Higher School of Economics, KAZGUU University: *Analysis of the University structures in Russia and China in Comparison to Universities in Kazakhstan*

Closing Panel – 13:00-14:00

ACADEMIC INTEGRITY AND INTERNATIONALIZATION: LESSONS FOR KAZAKHSTANI UNIVERSITIES

Venue: Room 402

Moderator: Dr. Ikboljon Qoraboyev, Senior Lecturer in International Relations, Higher School of Economics, KAZGUU University

- 1) **Dr. Loretta O'Donnell**, Vice-Provost for Academic Affairs, Nazarbayev University
- 2) **Dilbar Gimranova**, MPhil., MBA, Dean of Higher School of Economics, KAZGUU University
- 3) **Dr. Duncan Priestley**, General Director of Institutional Effectiveness of Nazarbayev University
- 4) **Dr. Haris Doumanidis**, Vice-Provost for Research, Nazarbayev University
- 5) **Dr. Kairat Moldashev**, Professor-Researcher, Applied Research Institute, Narxoz University

SPEAKERS AND AUTHORS: BIOGRAPHY NOTES



Shigeo Katsu

President, Nazarbayev University, Astana, Kazakhstan

Since December 2010 Shigeo Katsu has served as President of the Nazarbayev University in Astana, Republic of Kazakhstan, a national university founded in June of the same year, designed to serve as the country's flagship academic institution with aspirations to become a global level research university.

Prior to this appointment, Mr. Katsu worked for three decades at the World Bank: he joined the World Bank as a Young Professional in 1979, and soon was assigned to the West Africa Region as an infrastructure economist, then in 1985, as the Bank's Resident Representative in Benin. Between fall 1989 and end 1991, Mr. Katsu was seconded to the Export-Import Bank of Japan as Deputy Director, Country Economic Policy Analysis Department. Following successive assignments in the China Department (responsible for enterprise and financial sector reforms, 1992 - 1995), Cote d'Ivoire (as Country Director, 1995-1999), and the Europe and Central Asia Region (Regional Director, Operations and Strategy, 1999-2003) he became Vice President of the ECA Region, in which position he served for six years followed by a short stint as Special Advisor to the Managing Directors before retirement in December 2009.

In addition to the above, during 2010 - 2011, Mr. Katsu consulted with the Asian Development Bank and the World Bank, advised governments, and collaborated with think tanks and not-for-profit organizations. During 2011-2012 Mr. Katsu served as the chair of the US Board of Restless Development, an international NGO that focuses on Youth development and mainstreaming of the Youth Agenda in national development strategies mainly in the African continent. He still is member of the board.

Further, Since May 2011, Mr. Katsu has served on the Advisory Panel to the Asean+3 Macroeconomic



Talgat Narikbayev

Chairman of the Management Board, Rector, KAZGUU University, Astana, Kazakhstan

Talgat Narikbayev is the Chairman of the Board, Rector of KAZGUU University. He received a BA in Law in 1996 and pursued a Candidate of Law in 2007. Between 2000 and 2006, he worked in the National Security System of the Republic of Kazakhstan. In 2006, he worked as an Advisor at the Department of Europe and America in the Ministry of Foreign Affairs of the Republic of Kazakhstan. His research interest is focused on the Criminal Law and Criminology.



Dr. Andrew Wachtel

Rector, Narxoz University, Almaty, Kazakhstan

Dr. Andrew Wachtel was appointed Rector of Narxoz University in 2018. Dr Wachtel is the author of more than a hundred academic publications and a dozen books, and is a published translator. He is a reviewer for Stanford, Cornell, Duke, Princeton, and Northwestern universities, and for Yale University Press, Routledge Publishing, The Slavic Review, SEEJ and The Russian Review. He is a full member of the US Academy of Sciences, and speaks Russian, Bosnian/Croatian/Montenegrin/Serbian, Slovenian, French, and Polish fluently. Prior to joining Narxoz University, Dr Wachtel served as president of AUCA (American University of Central Asia), and continues work as the head of the Association of American International Colleges and Universities.



Dr. Maia Chankseliani

Associate Professor of Comparative and International Education, University of Oxford &
Fellow of St. Edmund Hall, United Kingdom

Dr. Maia Chankseliani is Associate Professor of Comparative and International Education at the Department of Education and a fellow of St. Edmund Hall, University of Oxford. She leads a flagship master's course at the Department of Education - the MSc in Comparative and International Education. She is interested in the role of education and training in inclusive economic growth and well-being for all; this includes but is not limited to the study of equal access to quality education and training, the internationalisation of higher education and student mobility, and the development of excellence in vocational education/apprenticeships.



Dr. Alexander Morrison

Professor of History, University of Oxford, United Kingdom

Dr. Alexander Morrison is Professor of History, Tutor and Fellow of New College, University of Oxford. He is a historian of empire and of colonial warfare, with a particular focus on the Russians in Central Asia. His background is in South Asian History, and much of his work compares Russian and British Imperial and military history. He read Modern History at Oriel College (Oxford), and was then elected to a Prize Fellowship at All Souls College (Oxford), which he held from 2000 – 2007. From 2007 - 2013 he was Lecturer in Imperial History at the University of Liverpool, and from 2014 – 2017 Professor of History at Nazarbayev University, Astana, Kazakhstan.

ABSTRACTS

PANEL 1 – KAZAKH HIGHER EDUCATION SYSTEM IN THE CONTEXT OF INTERNATIONALIZATION

KAZAKH HIGHER EDUCATION SYSTEM IN THE CONTEXT OF COMPETITION FROM CHINESE AND RUSSIAN UNIVERSITIES

Dr. Ikboljon Qoraboyev

Senior Lecturer in International Relations, Higher School of Economics, KAZGUU University,
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MPhil., MBA, Dean of Higher School of Economics Higher School of Economics, KAZGUU
University, Astana, Kazakhstan

Saule Kemelbayeva

Higher School of Economics, KAZGUU University, Kazakhstan

This study conceptualizes and analyses impact of internationalization strategies of Chinese and Russian Universities on resilience of Kazakh Universities using Hirschman's Exit-Voice-Loyalty framework.

Higher education system in Kazakhstan dramatically expanded and underwent crucial changes with transition. The Soviet higher education with the state order, free of charge admissions and resources allocated and controlled by the centre has evolved towards openness, liberalisation and optimization with increased competition and search of more sustainable financial model. The number of higher educational institutions increased dramatically – from 61 in 1991 to 125 in 2017; accordingly increased the number of students - from 288.4 in 1991 to 477.1 thousand people in 2017. Economic theory generally suggests that growing competition allows achieve market efficiency, better resource allocation, and increase consumer surplus. On the other hand, in higher education, “an industry in which consumers are often underinformed in the sense that they cannot objectively evaluate the quality of the services before they actually purchase it” (Brewer, et al, 2001, p.19), increased competition against the background of economic turmoil, lack of recourses and embryonic labour market led to even greater unsustainability and widely perceived decline in quality.

This study argues that recent increase in recruitment of Kazakh students by Chinese (50700 students as of number in 2017) and Russian Universities (13900 students as of 2017) shows that young generation is choosing exit option out of Kazakh higher education system to guarantee their post-University employment opportunities. In the absence of improving Voice

option, this trend will erode resilience of Kazakh Universities and can lead to crisis in Kazakhstan higher education system.

Methodology, Methods, Research Instruments or Sources Used: Theoretical framework borrows from Albert Hirschmann's Exit-Voice-Loyalty framework. Empirical data of the paper consists of national and international higher education statistics and polls conducted in 50 schools which were attended by 1400 high school students. Methodological aspects will rely on different quantitative and qualitative tools (regressions, binary dependent variable models, or ordinary least square).

Conclusions, Expected Outcomes or Findings: We test if the choice made by Kazakh students in favour of Russian and Chinese universities might be interpreted as their optimising behaviour based on some anticipated benefits; does it depend on students' characteristics and preferences (such as language of instruction, English proficiency, future field of study, family income, region of residence) and universities' promotional campaigns; what factors determines students' decisions: tuition fee, university reputation, rankings and recognition, facilities, international employment opportunities; and what are the economic and social consequences of student outflow on Kazakh universities. Thereupon this paper proposes several strategies to achieve balance between Exit-Voice option in Kazakhstan higher education.

DOES EDUCATION MATTER? EVIDENCE FROM THE ANALYSIS OF FOREIGN-EDUCATED GRADUATES

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Marsel Mukhambetov

Institute for Economic Research

The analysis of the returns to education in Economics grounds on the human capital theory recognizing education as a main contributor to the labour productivity. This justifies costs of acquiring more education which are considered as an investment into the human capital subsequently providing higher returns in a form of wage increments for more educated (i.e. more productive) workers. At the same time, educational costs are not only considered as the private investment; they are socially advantageous since the whole society benefits from the more productive workers, and – in a broader sense – more responsible in

terms of the social behaviour (better educated) people generating social positive externalities. Therefore, higher salaries of more educated people serving as labour market signals creating 'right' incentives to get education play an important role in economy and society. The current trends such as economic, business, social and cultural globalization make further adjustments suggesting considering not only national, but the global labour markets, global competitiveness and global knowledge and skills. It changes approach towards the education; today more and more young people seek for global knowledge and experience which increase their productivity even higher and improve their position on a labour market, both global or national, providing additional gains for the whole society in a form of knowledge import and transfer.

In Kazakhstan, during the Soviet era the education abroad was nearly impossible, however, this changed dramatically with the transition. Unlike many other post-Soviet countries Kazakhstan vastly invested into the education of its citizens' in the best universities all over the world. This study analyses administrative data on salaries earned by the cohort of 598 Kazakhstani citizens graduated in 2014-2016 from undergraduate programmes worldwide to address the following research question: what are their monetary returns to education and what factors - university characteristics, school performance, subject of study or placement specific characteristics such as industry of employment - better explain these returns?

A number of empirical examinations worldwide define university graduates' employability and entry salaries as a determinant of a subject of study, academic performance (on both university and high (secondary) school level), university and high school characteristics such as selectivity and reputation, and even the university efforts in promoting their graduates on a labour market. Using quantitative methods we found that while the foreign graduates' salaries on Kazakhstani labour market are not very much explained by their academic credentials, they are likely to be largely associated with the labour market related factors.

**PANEL 2 – INSTITUTIONAL AND ORGANIZATIONAL CHALLENGES OF
PROMOTING ACADEMIC INTEGRITY WITHIN UNIVERSITIES**

**STRATEGIC APPROACHES TO ACADEMIC INTEGRITY – THE EXPERIENCE OF
NAZARBAYEV UNIVERSITY**

Dr. Duncan Priestley

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This paper focuses on strategic aspects of academic integrity, based on the recent experiences of Nazarbayev University. It reports the views of EUA IEP external evaluators, and describes existing and planned institutional strategies and policies in the domains of learning and teaching, and research. The importance of a rigorous, all-encompassing quality framework, comprehensive institutional research and the transparency of all university activities are emphasised. The paper concludes by suggesting a national enhancement approach, through a review of the status quo and development of institutional academic integrity strategies.

**RESEARCH ETHICS COMMITTEES: THEIR IMPORTANCE IN BUILDING A
VIBRANT RESEARCH COMMUNITY IN KAZAKHSTAN**

Peter Howie

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Kazakhstan

The functions and benefits of research ethics committees in developing and transition economies go much further than those in developed countries. Firstly, a fundamental objective of a research ethics committee in both developing and transition economics is to establish the public's trust in both research and investigators. Studies in many developing countries indicate that the participants' trust in the research team is one of the main conditions considered during the participants' decision process to participate in a research project. Secondly, a fundamental issue for the research ethics committee is to ensure that the research team has properly evaluated the level of risk that participants are subjected to. Harassment and coercion are two common features of government-layperson relationships in many developing nations. Promoting collaborative research partnerships between communities and investigators facilitates community rights and community

ownership, both fundamental benchmarks for the conduct of ethical research. Thirdly, possibly the most important objective of the research ethics committee in a developing or transition economy is to provide ethics education to investigators. The ethics committee and the individual investigator need to be considered collaborators on research projects. Investments in research in many places in the developing and transitioning world are disproportionate to the almost complete absence of investment in research ethics. This restricts the ability of these countries to become “global hubs” for research as shown by the failure of India. Fourthly, research ethics committees can have the role of legitimizing investigators and ensuring a minimum level of quality. This is especially important with respect to accessing government decision makers.

Keywords: Research Ethics, Education, Collaboration, Trust Building

State the category of your abstract: e. Conceptual paper

State which of the three conference tracks is the most relevant for your submission:
Institutional Review Board (IRB) Policies and Procedures

**PANEL 3 – IMPACT OF INTERNATIONALIZATION ON RESEARCH IN
UNIVERSITIES**

**THE TRIUMPH OF QUANTITIES OVER QUALITY: TOWARDS UNETHICAL
RESEARCH?**

Haris Doumanidis

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After failing to square the circle via a rational number, bean-counters focused their efforts in quantifying Quality, by mistaking it for trivial intensive quantities and bypassing the Experts' views. This, in conjunction with digital age and internationalization, contributed to a paradigm shift in modern research, from extrovert intellectual merit serving science and broader impacts serving humanity, to introvert self-recognition serving the research community itself. Citation metrics and on-line databases are proliferating and replacing quality expertise in research assessment, and leading to pathologies such as publication salamization, "citation lobbies", misappropriation of intellectual property and booming incidence of research integrity breeches. This constitutes a second step down the "ethics ladder"; it is the aim of this work to attribute such phenotypical shift away from traditional modesty culture inherent to research, to certain ego-gene features in the academic genotype.

**INTERNATIONALIZATION OF RESEARCH:
THREAT OR OPPORTUNITY FOR LOCAL SCIENTIFIC COMMUNITIES?**

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Askhat Tleuov

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World University Rankings (WUR) are growing in prominence in the eyes of governments and universities around the world. Often times this encourages the introduction of state- or institution-wide policies and regulations that put academics and graduate students under performative pressure to publish in international, peer-reviewed journals with high impact factor (e.g. Scopus or Web of Science indexed journals).

These developments pertaining to internationalization of research are perceived in variety of ways across different contexts. For instance, predominantly English speaking, Western-based academe generally views it as part of global neoliberal turn in higher education and research that carry a threat of corporatism overtaking academic domain. Non-English speaking scientific communities, on the other hand, may regard the issue as neo-colonialism since most of the aforementioned high-impact, international journals are published in English, thus put non-Anglophone scholars in disadvantaged position.

We argue that looking at internationalization of research through the prism of neo-liberalism and neo-colonialism is one-dimensional. This study views WUR-driven internationalization process as a double-edged sword in that it may potentially provoke both negative and positive reactions from local scientific communities. This paper aims to explore and understand the responses from Kazakhstani academia to internationalization of research.

Keywords: publish or perish, internationalization, academic integrity, scientific community

Category: Research work in progress (include your proposed research methods)

Conference theme: Academic Integrity and Strategic Internationalization

RESEARCH SELF-EFFICACY, RESEARCH OUTPUT, AND ORGANIZATIONAL DEVELOPMENT PROGRAMS

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In recent times there has been an increasing amount of research which has focused on research production and the drivers behind the research activity of faculty. However, a common challenge for a university is to increase faculty members' research output. Our literature review displays that the most salient influences on research output are those associated with the individual and organizational factors, and social contingencies. Therefore, the aim of the current research is to investigate the relationship between organizational factors that affect research self-efficacy and research productivity. In addition, this study will examine how research self-efficacy mediates the influence of organizational factors on research productivity. Data will be collected from a sample of PhD holders and PhD students working in universities in Kazakhstan and analysed using structural equation modelling (SEM). The findings will help to understand the link between research self-efficacy of the faculty members and research productivity. As a consequence, the results have implications for research capacity development programmes designed to foster research skills and increase research output.

PANEL 4 – PROMOTING ACADEMIC INTEGRITY WITHIN GRADUATE PROGRAMMES

PEER TUTORING AND ACADEMIC INTEGRITY IN MULTICULTURAL CONTEXT

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It has long been common practice for academics to ask colleagues for feedback on their articles when drafting. This practice can be beneficial for both reader and writer, who, by creating a conversation about ideas and their expression, may come closer to an accurate description of their research. And if this works for faculty, why not for students? As early as first year, university students are expected to ‘join the academic conversation’ by reading and writing about the issues relevant to their discipline. Students who talk to peers about their learning can enhance both their understanding of course material, as well as their satisfaction with their university experience. That being said, there is widespread concern that working together encourages cheating: and this is a reasonable anxiety because it too often does. But there are at least two highly productive mechanisms (customs?) that when organized well, provide an excellent platform for constructive conversation between peers, and subsequently, encourage academic integrity. These mechanisms are the Writing Fellows program, and the university Writing Center.

INTEGRATING ACADEMIC INTEGRITY INTO A MASTERS PREPARATION PROGRAMME

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In this session, the presenters will describe their approach to integrating academic integrity into a new Masters' preparation programme at Nazarbayev University. One of the challenges of teaching and learning at an international university such as NU is the diversity of educational backgrounds among students and faculty. Therefore, it is important to avoid making assumptions about shared experiences and expectations. This can be particularly problematic around issues of academic integrity. To counter this, the presenters embedded an exploration of academic integrity into their Academic English courses. Academic integrity was approached through the theme of Ethics. Students analysed a range of ethical systems, considered the role of ethics in industry, investigated academic integrity policies and applied research ethics guidelines to various case studies. Academic integrity was examined from different perspectives in the Academic English Courses. In Academic Reading, students conducted a text analysis on NU's policies before engaging in a comparative analysis of equivalent policies from other universities. In Academic Communications, students discussed the merits of a range of institutional responses to academic misconduct. In Academic Writing, students focused on the mechanics of avoiding plagiarism by learning to paraphrase, cite and reference. Students also learnt to use electronic tools such as Turnitin. After this session, attendees will have a better understanding of how to integrate academic integrity into university programmes and can consider how this might be applied in their context.

WHAT WENT WRONG? A FIVE SCHOOL REVIEW OF MASTER'S THESES REFERENCE LIST

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Purpose of the study

A good citation and referencing practice starts when a student correctly cites and follows the specified format. While academic integrity is closely associated with plagiarism, there is another peculiar error that academics tend to forego, that is the neglect to verify proper formatting of a reference list based on a particular citation format. The purpose of the study is to trace, review and analyze the reference list of selected master's thesis submitted in the Nazarbayev University (NU) Repository from the five schools at the NU namely the Graduate School of Education (GSE), Graduate School of Public Policy (GSPP), School of Engineering (SEng), School of Humanities and Social Sciences (SHSS) and School of Science and Technology (SST).

Methodology

There are only a few number of theses uploaded in the NU Repository due to some school restrictions and the most convenient way to review items on record is to use a purposive sampling. Data will be gathered from a public information source which is the NU repository except for SST which can only be obtained by request from the SST administrator.

Findings

As this is an ongoing research, preliminary results showed that all submitted and uploaded theses in the NU repository had a slight, moderate, or high number of errors.

Practical applications

This study will prompt the school administration in dealing with the standardization of submitted theses in terms of following a particular format. A template or guidelines in writing the reference list might be useful across the schools. This will also address the poor citation practices that in turn may reflect a bad image for the student, academic adviser, school and the whole university.

Keywords: citation, referencing, reference list, master's theses

Category of abstract: A case study

PANEL 5 – PROMOTING ACADEMIC INTEGRITY IN THE CONTEXT OF INTERNATIONALIZATION

ENHANCING ACADEMIC INTEGRITY IN STUDENT ASSESSMENTS WITH TECHNOLOGY

Dr. Ann Scholl

Innovative Learning Lead, Nazarbayev University, Astana, Kazakhstan

Much of the technological advancements purchased and used by universities rely on control and monitoring of testing and written assessments as a primary way of ensuring academic integrity. Much of the technological advancements used by students is to evade these controls and monitoring. I will review some of the methods of technological monitoring and suggest the best technological ways of control. Yet, even with these developments, such uses of technology is a race to the bottom, pedagogically. Universities, instead of relying heavily or solely on traditional assessment methodologies and evaluation criteria, can step out of this race by instead using technology to create innovative assessments, rubrics and criteria for assessing students, including recorded assessments, explanation videos and text-less presentations.

ALTERNATIVE WAYS OF TEACHING AND MOTIVATING STUDENTS IN A CROSS-CULTURAL ENVIRONMENT

Dr. Michalis Koniordos,

Professor of Economics, University of West Attica, Athens, Greece

The beginning of the 21st century is combined with a rapid development of technological applications in education that can help both teachers and learners to approach progressively the issues of knowledge diffusion and understanding and acceptance of diversity by the students of the Erasmus generation.

Massive open online courses (MOOCs) of synchronous or asynchronous education, gamification, shaping of the curriculum and the educational process in such a way that, in addition to knowledge acquisition, it also contributes to the creation of skills necessary for the needs of the labor market, are key tools that a modern educational institution must integrate into its function in order to make the educational services it offers attractive.

This paper attempts to present the existing possibilities in combination with the effectiveness of body language when expressed naturally by the academia.

Key words: cross-cultural environment, diversity acceptance, gamification, MOOCs, body language, student's active involvement.

INCORPORATING ACADEMIC INTEGRITY MEASURES INTO THE CONSTRUCTIVE ALIGNMENT OF AN EAP FOUNDATION YEAR COURSE IN KAZAKHSTAN. A CASE STUDY

Dominic Mahon

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Aim: The aim of this case study is to describe the process of the design of the English for Academic Purposes (EAP) element of the Nazarbayev University foundation year program.

Relevance: This is relevant to the conference in that elements to ensure both academic integrity and quality assurance were key in informing the design of the course.

Outline: The presentation will involve a description of the formation of the learning outcomes of the program. How these outcomes were designed to feed into the graduate attributes of the institution. The process of assessment design including how issues of academic dishonesty could be mitigated. How the semester outlines were informed by the assessments and the process of materials development to support those assessments. Finally areas for the future development of the course will be considered

**PANEL 6 – IMPACT OF ERASMUS+ AND BOLASHAK PROGRAMMES ON
INTERNATIONALIZATION OF KAZAKHSTANI UNIVERSITIES**

**TOWARDS THE INTERNATIONALISATION IN HIGHER EDUCATION:
INTERNATIONAL DIMENSIONS AND BENCHMARKING ANALYSIS OF
CHINESE, EUROPEAN AND KAZAKHSTANI HEIS**

Shynar Imangaliyeva

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This study discusses a benchmarking exercise covering the internationalisation strategies and practices of 11 universities involved in Erasmus+ “Towards incoming international university communities -WELCOME” Project: four from Kazakhstan, one from China and six from Europe. The project major goal consists in supporting the Chinese and Kazakhstan universities to develop internationalization and marketing strategies to attract more students, professors and researchers. In such a vast consortium and with poor knowledge of realities an analysis of the internationalization state-of-the-art was conducted. The study confirms the increasing importance but also the diversity and complexity of internationalisation strategies within the three regions and in comparison with each other. Internationalisation as a strategically important area of higher education management in three mentioned regions is considered based on brief overview of the research developments undertaken on the international dimension of higher education. The conducted benchmarking analysis cover some of the themes viewed as landscape of systematic studies in this field: academic mobility of students and faculty, internationalization abroad and at home, institutional strategies of internationalization, networks and strategic alliances, marketization of higher education.

Key words – internationalization, academic mobility, benchmarking , higher education, bologna process.

State the category of your abstract: literature review and benchmarking analysis

INFLUENCE OF ERASMUS+ INTERNATIONAL CREDIT MOBILITY PROGRAM ON CAREER AND EMPLOYABILITY PROSPECTS OF ITS ALUMNI

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According to UNESCO data around 5 million students will study not in their home countries, but abroad. Educational capital earned internationally is a crucial asset for career development and employability of graduates.

Presentation will be focused on examples and success stories of the Erasmus +/Erasmus Mundus exchange alumni of KIMEP University and analysis of how their experience in international credit mobility help them to build their career and successful network.

The main advantages international credit mobility are, for example, exposure to intercultural communication; earning credits toward their graduation at home university; gaining new international professional networks and friends; traveling; robust academic challenge; accessing unique curriculum, library resources and modern facilities; an opportunity to develop life skills, etc.

Research methods were interviews and surveys of alumni participated in Erasmus+ and international credit mobility in 2015-17 years.

THE ROLE OF ERASMUS+ IN THE INTERNATIONALIZATION OF HIGHER EDUCATION

Dr. Gulbakyt Kabanbayeva

Senior Lecturer of "Law" department, Al-Farabi KazNU, Almaty, Kazakhstan

Dr. Aknur Zhidebekkyzy

Deputy Dean on Research & Innovation Affairs and International Relations at Higher School of
Economics and Business, Al-Farabi KazNU, Almaty, Kazakhstan

This article shows how, within the framework of the Erasmus + project, structural work is being done on the internationalization of higher education, as one of the objectives of the project. The aim of the project is to expand the cooperation of business universities in partner countries by changing the education paradigm in accordance with the requirements of the Bologna Process. Improvement of such cooperation will lead to a gradual increase in the

effectiveness of the national development strategy, priority implementation, as well as changes in the situation in the field of entrepreneurship and employment of graduates. The starting point of the project is to study and determine the current professional structure necessary for modern employers in partner countries. This study will create an understanding of problem areas in legislation, education and business standards and will form part of the basis for their further correction. After determining the current experience of cooperation with business and universities, as well as the requirements of the business environment, the project is aimed at drawing up and implementing a new standard for establishing links between companies and universities, whether for launching innovative products or targeted future training of personnel or sharing experiences with young entrepreneurs. It is also expected that such a standard will also implement some practice-oriented training programs, tools and methods in a form suitable for implementation in the learning process.

Key words: educational process, higher education, new social environment, universities and business, education system education system.

THE IMPACT OF BOLASHAK PROGRAM ON INTERNATIONALIZATION OF HIGHER EDUCATION IN KAZAKHSTAN

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The preliminary study aims to evaluate the intentions of the Bolashak Alumni and actual performance on internationalization agenda of Higher Education in Kazakhstan. This paper reviews the theoretical and empirical research analyzing the internationalization of higher education (HE). Bolashak Alumni were enrolled in this study and shed light on HE in the context of internationalization. The findings of the study revealed that Bolashak Alumni demonstrated their intentions about the process of implementation of the gained knowledge into designing the academic program (curriculum) or its alternative ways.

Keywords: internationalization, academic integrity, Bolashak Alumni.

**PANEL 7 – CHALLENGES OF ENSURING ETHICAL STANDARDS AND
DEVELOPING RESEARCH COMMUNITIES IN CENTRAL ASIA**

**INTERNATIONAL PERSPECTIVES ON INTERNAL QUALITY ASSURANCE IN
Ph.D. EDUCATION**

Gulfiya Kuchumova

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The knowledge-based economy agenda focusing primarily on accountability and efficiency in higher education necessitates also a closer examination of the processes and practices universities employ to ensure the quality of education. The issue of quality is of a particular importance in doctoral education often associated with an individual endeavor characterized by invisible and often opaque rules and practices. However, with the recent trend to establish more structurally organized Ph.D. programmes in Kazakhstan providing more support to doctoral students, the issue of internal quality assurance is obtaining a greater significance. Thus, based on literature review this study focuses on international practices promoting internal quality assurance in Ph.D. programmes, as well as refers to the experience of Nazarbayev University recognized as a leading research university in Kazakhstan.

Key words: Internal quality assurance, Ph.D. programmes, education standards and guidelines, research proposal, peer-review.

Section: Quality Assurance and Internationalization

**RESEARCH ETHICS TO THE CONDUCT OF SOCIAL SCIENCE RESEARCH IN
KAZAKHSTAN: REFLECTIONS ON COLLECTING DATA FOR PHD. THESIS IN
KAZAKHSTANI EDUCATIONAL ORGANIZATIONS**

Zhadyra Makhmetova

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Although there are various definitions of what is ethics in research, in general, it can be referred as a code of professional conduct of a researcher. Researcher's code of conduct is usually prescribed by Institutional Review Board of an institution, or by other entitled organizations. In order to receive IRB's permission to conduct a study, the researcher needs to

prepare a research proposal where he or she has a detailed discussion of guaranteeing confidentiality, respect, honesty, and integrity in the study. Thus, planning ethically responsible research is a core part of the researcher's work, and ethical questions need to be thoroughly planned. However, even well-planned research proposal might not work when you come to the research site. This is because the code of professional conduct of your organization could differ from the code of conduct of your research. Moreover, your research site might be not familiar with peculiarities and regulations of empirical research, and your research site might experience research as a participant for the first time. That was the case when I was collecting the data for the PhD. Dissertation, which was quite challenging and good learning experience. And in this presentation, I would like to share with what I learnt on ethical questions that need to be considered when you conduct an empirical research in Kazakhstani educational institutions. The main purpose of my work is to discuss and problematize development of 'ethical standards' for social science in Kazakhstan, and further, suggest recommendations for adaption ethical policies to research ethics in Kazakhstan.

Key words: research ethics, the ethical standard of social science, IRB.

**PANEL 8 – YOUTH PERSPECTIVES ON ACADEMIC INTEGRITY AND
INTERNATIONALIZATION**

**AN EXPLORATORY STUDY ON CAUSES AND EFFECTS OF THE STUDENT
MIGRATION IN CASE OF KOSTANAY REGION**

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The Sovereign Republic of Kazakhstan consists of the 14 regions. Among these regions seven regions, such as Aktobe region, Western Kazakhstan region, Northern Kazakhstan region, East Kazakhstan region, Pavlodar region and Kostanay region borders with the Russian Federation. These regions are playing a bridging role between Kazakhstan and Russia. Economic relations consist of the different sectors, such as business, trade, agriculture, also it includes education. Adult population emigrates in order to find a job and to change their living state. This research explores the connection between student migration and the overall process of the human capital development in Kazakhstan. Specifically, this study examines the reasons and motivation behind the decision of the students from Kostanay region to pursue an education in Russian universities. The significance of the study is that the findings of this study can be used as an empirical evidence to inform policies and initiatives in regard to student migration and development of the Kazakhstani universities, also a contribution to the literature of Higher education on student migration and internationalization of Higher education. This paper will consist of 6 Chapters. Introduction, literature review, methodology, findings, discussion and conclusion.

Key words: Student migration, student mobility, brain drain, brain gain, human capital, global flow

THE ROLE OF THE ERASMUS + WELCOME PROJECT "TOWARDS INCOMING INTERNATIONAL UNIVERSITY COMMUNITIES" IN THE DEVELOPMENT OF THE PROCESS OF INTERNATIONALIZATION OF THE KSMU

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The internationalization of modern higher education is conditioned by objective processes of globalization in all spheres of human life.

In 2016, Erasmus + Welcome project was won a grant, where the main goal is to expand international cooperation between higher education institutions of Kazakhstan and China, by introducing strategic and marketing techniques to attract foreign students, teachers and researchers. Within the framework of this project, the "Welcome center" was established in Karaganda State Medical University (KSMU) in October 2017. Moreover, there is a portal for foreign students is also being developed, where information about Kazakh universities is planned to be in English, as well as the development of an internationalization and marketing strategy.

The purpose of the project: Analysis of the process of the development of the "Welcome center" at the stage of developing the strategy of internationalization in KSMU.

- ✓ Implementation of the awarding of the title "Ambassador" for foreign students
- ✓ The influence of Russian and Kazakh language courses for foreign students on social life, as well as on adaptation in Kazakhstan.
- ✓ Introduction of orientation lectures / meetings for foreign students, including students who have arrived in the framework of academic mobility
- ✓ Development of "Survival kit"

As the result of researches, there were formed items, which include integration into the international space, regional and international interuniversity networks, increasing the level of academic mobility of students and teachers, as well as an increase in the number of international projects.

Thus, we conclude that "Welcome center" is the beginning of the study of strategic management, marketing, evaluation of internationalized learning outcomes. Therefore, it is necessary to further develop the center in order to gain experience from international training programs that will improve the project's performance.

Key words: Internationalization, marketing, "Ambassador", international interuniversity networks, international projects.

Report category: Research work in the educational process.

ACADEMIC INTEGRITY AND IMPACT OF TECHNOLOGY

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The current issues of academic integrity are becoming more popular in the modern and technologically developed world. The major purpose of this research is to define the academic integrity with the help of modern technologies and its impact on the new generation. The quantitative questionnaire has been conducted among eighty students at Kazakh National University of Art. The purpose of this survey is focused on the relations and views of academic integrity policy. Summing up the results, it shows that the humanity will be developed with the help of technology, however, the machines will not replace the unique human abilities to think critically.

Keywords: Academic integrity, technology, modern generation.

THE INFLUENCE OF THE ORIENTATION WEEK ON THE ACADEMIC HONESTY OF STUDENTS.

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This process considers the integration of the student from high school to university. This event pays special attention to the orientation towards the pupils of the new year. Therefore, this study focuses on elucidating the influence of the orientation week on student achievement. Over 20 theoretical textbooks and 30 scientific articles were studied to study this research. The data was collected by interviewing teachers and students. The results showed that orientation programs provide new students with good academic information about politics and regulation, academic programs that improve student learning. In addition, it became clear that participation in the orientation had a significant and positive impact on their academic performance. Outcome: the hypothesis suggests that it is recommended to plan an orientation week program for students to help students maximize learning.

Key words: orientation week, influence, progress.

ANALYSIS OF THE UNIVERSITY STRUCTURES IN RUSSIA AND CHINA IN COMPARISON TO UNIVERSITIES IN KAZAKHSTAN

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This paper discusses the problem associated with the growing popularity of universities in Russia and China among Kazakhstan students. Project presents a comparative study of the structures of universities in China and Russia with Kazakhstan, to identify differences.

As a result, the recommendations for Kazakhstan universities to improve the quality of education will be presented to attendees.

Key words: Education, High school graduates, Universities.

PAPERS

PANEL 2 – INSTITUTIONAL AND ORGANIZATIONAL CHALLENGES OF PROMOTING ACADEMIC INTEGRITY WITHIN UNIVERSITIES

ПРЕЗЕНТАЦИЯ ПРОЕКТНОГО ОФИСА «САНАЛЫ УРПАК»

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Уважаемые участники конференции!

Казахстан в целом достиг высокого уровня развития образования. Вследствие расширения сетей охват дошкольным образованием детей в возрасте от трех до шести лет вырос до 90%, средним образованием – свыше 98%. По качеству образования в начальных школах Казахстан входит в 15 лучших стран в рейтинге TIMSS Таймс (Trends in Mathematics and Science Study).

Вместе с тем качество образования требует повышения. Сфера образования показана в негативном ключе и в обзоре ОЭСР (Организаций экономического сотрудничества и развития), проведенном в рамках четвертого раунда мониторинга Стамбульского плана действий. К сожалению, академическая честность, являющаяся одним из основных факторов, обеспечивающих высокий уровень качества образования, присутствует не во всех учреждениях образования.

В Казахстане на всех уровнях образования все еще наблюдается «продажа оценок», выставление незаслуженных высоких оценок превратилось на ментальном уровне в нормальное явление. Списывание, плагиат, покупка аттестатов и дипломов и другие подобные явления прямо снижают качество и подрывают авторитет казахстанского образования. Также существует такая форма вымогательства, как требование купить книги или учебные материалы, оказать услугу. Это результаты социологических исследований Республиканского ОО «Общество молодых профессионалов» в рамках проекта «Повышение потенциала молодежи Казахстана, участвующей в процессе принятия решений в отношении качества высшего образования», которое финансирует Европейским союзом.

А это значит, что подрывается и авторитет нашего государства, поскольку качество диплома определяет уровень профессионализма завтрашнего врача, педагога, политика, ученого, управленца и так далее.

Более того, сфера образования является фактором не только образовательного, но и духовного и культурного развития молодежи, она активно участвует в воспитательном процессе. Именно в детском и юношеском возрасте формируется сознание, поскольку оно в этом возрасте гибкое и пластичное. Поэтому в стенах учреждений образования

закладываются основные жизненные принципы и человеческие ценности. Дети, сталкиваясь в школе, колледже или вузе с несправедливостью, обманом и нечестностью, тем самым приобретают соответствующие неправильные качества. Позволяя покупать оценки и дипломы, мы воспитываем завтрашних взяточников и коррупционеров.

Академическая нечестность и коррупция в сфере образования являются прямой угрозой национальной безопасности. Поэтому искоренение коррупции в сфере образования должно стать одной из главных целей, требующей наискорейшего исполнения задач нашего государства.

Главной отличительной чертой новой антикоррупционной политики государства является смещение акцента на профилактику коррупции, поэтому для разрешения сложившейся ситуации Агентство РК по делам государственной службы и противодействию коррупции при поддержке акимата Алматы и Казахского национального университета им. Аль-Фараби инициировало проект «Саналы ұрпақ», нацеленный на искоренение коррупции в сфере образования.

Проект нацелен на решение стратегической задачи – искоренение коррупции в данной сфере.

Объекты Проекта: детские сады, детские дома, общеобразовательные школы, средние специальные (профессиональные) и высшие учебные заведения, организации дополнительного образования, детские лагеря, исправительные учреждения для несовершеннолетних.

Субъекты Проекта: воспитанники детских садов и детских домов, учащиеся общеобразовательных школ и средних специальных (профессиональных) учебных заведений, студенты высших учебных заведений, магистранты, докторанты (далее - обучающиеся), а также преподаватели всех учебных заведений, родители, научные сотрудники.

Данный проект будет реализован по пяти основным направлениям.

Во-первых, будет проводиться работа по повышению антикоррупционной культуры всех категорий лиц, задействованных в сфере образования, и формированию атмосферы нулевой терпимости к нарушениям этических норм. Это учащиеся и студенты, их родители, преподаватели, руководители и административный персонал учреждений образования.

Для этого будут разработаны отдельные методики и программы обучения для каждой целевой категории. Необходимо повысить статус педагога путем позиционирования его как этичного, неподкупного и интеллигентного человека, чье поведение и принципы жизни должны стать примером для подражания.

В настоящий момент мы приступили к разработке методических рекомендаций и программы обучения по формированию антикоррупционной культуры для каждой целевой группы ВУЗов, колледжу и школ.

Во-вторых, будут приняты меры по повышению прозрачности и открытости организаций образования, в том числе принимаемых здесь управленческих решений и распределения денежных средств. На сегодня определены пилотные организации образования, на базе которых будут выработаны и апробированы антикоррупционные

механизмы, стандарты и регламенты процессов принятия решений и реализации разрешительных процедур.

Настоящее время идет сбор и анализ управленческих решений в образовательных организациях.

В-третьих, будет сформирована система оценки обеспечения академической честности и внедрения антикоррупционных механизмов в системе образования, результатом которой станет ежегодный рейтинг организаций образования, свободных от коррупции. Предлагаемый рейтинг должен стать действенным инструментом в проведении организациями образования формализации и институционализации антикоррупционных процедур и мер по повышению академической этики как учащихся, так и преподавательского состава.

Четвертая задача проекта – проведение антикоррупционной экспертизы как действующего законодательства, так и проектов законов. Экспертиза позволит выявлять коррупционные риски в нормативных правовых актах, условия и причины, сопутствующие их возникновению, устранять административные барьеры и правовые пробелы, дискреционные полномочия и конфликт интересов.

Пятое направление – информационная поддержка реализации проекта. Существующее информационное поле недостаточно способствует консолидации общества в формировании всеобщего неприятия к проявлениям коррупции. Отсутствует системная информационная работа по формированию антикоррупционной модели поведения граждан. Недостаточно задействовано интернет-пространство. Информационно-имиджевая работа не должна быть разовой кампанией, она должна стать частью ежедневной работы по созданию благоприятного мнения среди населения о проводимых антикоррупционных мерах и по укреплению доверия к институту государственной власти.

Работу по обозначенным задачам обеспечивают соответствующие проектные группы. Состав проектных групп определяется из числа ответственных работников местных исполнительных органов города Алматы, организаций образования, общественных объединений, ассоциаций, экспертов и т.д.

Решение основных задач программы будет обеспечиваться Институтом антикоррупционных технологий КазНУ имени Аль-Фараби, основной целью которого является объединение усилий ученых-юристов, экономистов, политологов, социологов, педагогов, специалистов в области информационных технологий, а также практиков для выработки новых доктринальных подходов и антикоррупционных технологий, направленных на искоренение коррупции путем формирования антикоррупционного мировоззрения, организация и проведение фундаментальных поисковых и прикладных научных исследований, а также экспериментальных разработок антикоррупционного профиля.

От реализации проекта в среднесрочном периоде ожидается увеличение доли населения, поддерживающего антикоррупционную политику государства и не приемлющего коррупцию; повышение качества обучения посредством внедрения антикоррупционных механизмов; создание системы противодействия коррупции в формате кластера, а также разработка и внедрение инновационных антикоррупционных технологий на основе научного подхода.

В долгосрочной же перспективе планируется искоренить коррупцию в Казахстане через систему образования. Число обучающихся в школах, колледжах и вузах, а также преподавателей сегодня составляет 4,5 млн человек – это четверть населения страны. Если прибавить к этой цифре число детей, пребывающих в дошкольных учреждениях образования, воспитателей, родителей обучающихся, то численность людей, задействованных в сфере образования, превысит половину населения.

В настоящее время инициировано создание клубов «Саналы ұрпақ» в ВУЗах страны, и в областях центров пилотных инициатив в том числе и Проекта «Саналы ұрпақ».

Мы уверены, что при постоянной и целенаправленной работе сможем модернизировать сознание большей части наших граждан. Они станут «агентами перемен». Работа с подрастающим поколением играет принципиально важную роль в формировании антикоррупционной культуры.

Как показывает мировая практика внедрение с самого раннего возраста антикоррупционных стандартов поведения позволит искоренить это социальное зло. Прививая нашим детям иммунитет против лжи и мошенничества, с детства воспитывая в них личность в духе казахстанского патриотизма, мы получим поколение, которому воровство и коррупция будут чужды.

Проект «Саналы ұрпақ» должен стать мощным плацдармом для нашей работы в сфере противодействия коррупции.

Спасибо за внимание!

PANEL 4 – PROMOTING ACADEMIC INTEGRITY WITHIN GRADUATE PROGRAMMES

WHAT WENT WRONG? A FIVE SCHOOL REVIEW OF MASTER'S THESES REFERENCE LIST

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Category of abstract: A case study

Abstract

Purpose of the study

A good citation and referencing practice starts when a student correctly cites and follows the specified format. While academic integrity is closely associated with plagiarism, there is another peculiar error that academics tend to forego, that is the neglect to verify proper formatting of a reference list based on a particular citation format. The purpose of the study is to trace, review and analyze the reference list of selected master's thesis submitted in the Nazarbayev University (NU) Repository from the five schools at the NU namely the Graduate School of Education (GSE), Graduate School of Public Policy (GSPP), School

of Engineering (SEng), School of Humanities and Social Sciences (SHSS) and School of Science and Technology (SST).

Methodology

There are only a few number of theses uploaded in the NU Repository due to some school restrictions and the most convenient way to review items on record is to use a purposive sampling. Data will be gathered from a public information source which is the NU repository except for SST which can only be obtained by request from the SST administrator.

Findings

As this is an ongoing research, preliminary results showed that theses submitted whether it is uploaded in the NU repository or not had a moderate to high number of errors.

Practical applications

This study will prompt the school administration in dealing with the standardization of submitted theses in terms of following a particular format. A template or guidelines in writing the reference list might be useful across the schools. This will also address the poor citation practices that in turn may reflect a bad image for the student, academic adviser, school and the whole university.

Keywords: citation, referencing, reference list, master's theses

Introduction

The state of quality referencing deserves to be given an attention. A good referencing practice starts when a student correctly cites and follows the specified format as instructed. While academic integrity is closely associated with plagiarism, there is another peculiar error that academics tend to forego, that is the neglect to verify proper formatting of a reference list based on a particular citation style. This instance becomes a perennial problem and may become a disaster when the final output is submitted and accepted.

Proper referencing starts when a school / department agrees to follow one referencing style instead of allowing faculty members to choose the style they want to make it convenient for them (McMillan & Weyers, 2013). As educators, we teach not only our students but also ourselves. While referencing traces the list of arguments enumerated in the research paper, it is also academic if the correct way of referencing is reflected in the final output of the paper. Neville (2008) shared the five principles of practice as suggested by Walker & Taylor (1998): the principle of intellectual property, principle of access, principle of economy, principle of standardization and principle of transparency.

The purpose of the study is to trace, review and analyze the reference list of selected master's thesis submitted in the Nazarbayev University (NU) Repository from the five schools at the NU namely the Graduate School of Education (GSE), Graduate School of Public Policy (GSPP), School of Engineering (SEng), School of Humanities and Social Sciences (SHSS) and School of Science and Technology (SST). Subject librarians conduct Information Literacy (IL) sessions and one of them is about teaching citation and referencing. The master's thesis deposited at the NU Repository draws our attention as we scan through the reference list and noted that some of them had erroneous items in their reference list and we think that it may affect the

academic integrity of the scholarly output. This paper will share the current practice at NU and it is hoped that we all learn from it to improve the whole research process.

Review of Related Literature

Referencing is a practice that needs to be valued from the start of any research project. Learning the techniques of referencing is a good academic exercise. The habit of documenting all your sources will make your life easier in making sure everything is in order (University of Oxford, nd). Referenced sources show that the writer acknowledged the original source of information. The author's work will become sloppy if there are mistakes in referencing and may be diagnosed as plagiarism (Pecorari, 2013). Every author or writer is expected to have a moral obligation in adherence to high standards of academic integrity (Cronan, Mullins & Douglas, 2018).

Benefits of proper referencing

De Montfort University (2018) enumerated a number of items why referencing is important.

- It demonstrates that you have carried out the required reading and research;
- It allows you to show precisely which ideas have come from your reading and research;
- It enables your reader to trace the sources you have used;
- Your use of referencing and its conventions are likely to be assessed and have an effect on your overall mark;
- A lack of attention to referencing may lead to an allegation of plagiarism;
- It indicates a generally thorough approach to academic work;
- It is accepted good academic practice to acknowledge the work of others and would be unethical not to do so;
- Your work becomes part of academic debate in a wider academic community where referencing is fundamental;
- You are contributing to the academic community, because other writers and researchers can find and follow up interesting leads from your references.

Walker & Taylor (1998) suggest to follow these five principles of referencing that may be adapted in all kinds of styles:

1. The principle of intellectual property which proves ownership of a work.
2. The principle of access which provides the readers on how and where to locate the items mentioned in the paper.
3. The principle of economy which saves the time of the reader by presenting all items in a legible manner without too much explanations.

4. The principle of standardization which helps us identify the prescribed and appropriate format and is strictly followed by all.
5. The principle of transparency which uses recognizable format based on standards.

The principles mentioned above was further developed by Neville (2010). He came up with the following knowledge-related reasons for referencing:

1. Traces the origin of ideas.
2. Helps a researcher build a connection of ideas.
3. Developing your own ideas.
4. Providing evidence for arguments.
5. Spreading knowledge.
6. Appreciating work of others.

Problems of poor referencing

Poor referencing is a transgression of plagiarism (Thomas, 2017). Early detection is needed to avoid further harm to the person and the organization. An incorrect reference format is technical, yet it may be an intentional form of plagiarism since available style guides are present for all authors to follow. The worst part of this is when referencing errors were accepted due to lack of a stringent process of proofreading.

Methodology

There are only a few number of theses uploaded in the NU Repository and the convenient way to review items on record is to use a purposive sampling. Data will be gathered from a public information source which is the NU repository except for SST which can only be obtained by request from the SST administrator since they do not upload any of their theses. Each subject librarian selects at least 50% of the total number of theses in the NU Repository. Reference list per thesis will be reviewed as to the accuracy of the citation style / format adopted by the school. Each subject librarian will identify errors in each thesis and will log them in a devised table created by the authors themselves. Subject librarians are expected to be familiar with the recent citation styles in able to review the work (e.g. knowledge on APA, 6th edition). In analyzing the errors, subject librarians will categorize each thesis as: slight (less than 5 errors), moderate (between 6 and 10 errors) and high (more than 11 errors). Data will be tallied and the average number of references cited will be reported as well as the average number of print books found in the collection, and average number of e-resources contained in the online subscriptions. They will also take into account major errors each student committed in every reference list.

Results and Discussion

Based from the records of the Office of the Registrar, there is a total number of 421 master's students who graduated from NU from academic year 2015-2017. They are graduates of the following programs:

For GSE: MA in Multilingual Education and MSc in Educational Leadership

For GSPP: Master in Public Policy and Master in Public Administration

For SEng: MSc in Electrical Engineering, MSc in Mechanical Engineering, MSc in Chemical Engineering and MSc in Civil Engineering

For SHSS: MA in Economics, MA in Eurasian Studies and MA in Political Science and International Relations

For SST: MSc in Computer Science, MSc in Physics, MSc in Robotics, MSc in Biological Sciences and MSc in Applied Mathematics

From this list, we excluded the Graduate School of Business because their master's theses are currently not uploaded in the NU Repository and the reason for that is there is a confidential information that the school can't share at the moment. There are no graduates yet from the NU School of Medicine and the School of Mining and Geosciences.

	GSE	GSPP	SEng	SHSS	SST	TOTAL
Total number of graduates (master's)	224	60	61	40	36	421

Table 1: Total number of graduates (Master's)

With this figure, there are only 118 theses uploaded in the NU Repository (NUR). Schools have varying policies and criteria of which thesis they can share and upload in the institutional repository. For instance, the GSE would only allow A and A- theses to be uploaded in the repository with full access permission. However, it may be an issue in the future the need to collect and place in a centralized repository (i.e. academic archives) all print theses from all the schools to preserve the works submitted by the students as part of the institutional memory. As a young university, it should value the works of all the students, faculty and staff,

therefore the need of an academic archives. Currently, the university has established some sort of an archives, but only for records produced by the offices and schools and does not include theses, yearbooks, student publications, print journals published by the schools and other materials deemed archival in nature.

	GSE	GSPP	SEng	SHSS	SST	TOTAL
Total number of master's theses uploaded in the NU Repository	36	16	27	39	0	118

Table 2: Total number of Master's theses uploaded in the NU Repository

The GSE has 36 records including theses of faculty members, GSPP has 16 records, SEng has 27 records, SHSS has 39, while SST has no records but they have quite a number of theses kept at their school. The SST subject librarian gained access to 17 of the 36 theses from 2017. However, no papers from the department of Mathematics or Biology were provided. From 27 SEng records, nine are under authors' embargo. It also caught our attention that when you browse the NUR theses collection, some items have no data. For instance, GSE had 36 records on display if the search is based on title, but it will give you 44 author names if you search the collection by author. Some author results had no full details in it including the full text of the thesis.

There is a large gap between the numbers of graduates versus the number of existing theses uploaded in the NUR. Questions such as what happened to the master's theses of those who graduated but were not found in the repository may be raised in the future as to the value of theses as part of the knowledge production and contribution to the society. List of theses produced may also help in the reduction of redundancy of topics by students and will help them build upon former studies from a certain topic. In the first place, what happened to the role of the faculty adviser while they were doing the thesis? Isn't it a collaborative effort from the faculty and the student as the faculty serves as their guide when doing it? This is now an organizational turmoil as we want to prevent this kind of system and there needs to be a responsible person for this.

Surprisingly, some schools do not have an agreed citation style to be used in their own school. They have the liberty to use whatever is convenient for the supervising faculty. Below are the citation formats used by the schools based from what the authors identified in the NUR.

	GSE	GSPP	SEng	SHSS	SST
Citation and referencing style used	APA	APA	ASME IEEE Chicago	APSA, Chicago (AD & NB), APA, MLA, MHRA	IEEE

Table 3: Citation and referencing style used per school

With a variation of formats per school, the librarian, being the subject specialist becomes an expert in their own fields of referencing. Since the schools give academic freedom to the faculty members to choose which reference format they want their students to follow or even to students themselves, librarians had a hard time to decipher the correct format the student follows as there is a hybrid of some sort of styles. The lack of a citation and reference manual is also a problem.

SHSS has a manual for thesis for Eurasia studies but not for Economics and PSIR. The recommended styles for Eurasia MA is Chicago or APSA but still the final choice rests upon the supervisor of the thesis and their agreement with the student. Because not all thesis supervisors were available, the SHSS librarian decided to check the thesis according to the style that most resembled, so less mistakes would be counted, but the same style was followed for all the references. It was observed that some thesis resembled a combination of styles which surprisingly was followed throughout the list, making the mistakes at least consistent.

Tally of Data

School	Number of theses reviewed	Average number of references cited	Average number of print books cited found in the online catalog	Average number of e-resources cited only found in the library collection	Average number of websites and webpages cited	Average number of errors found based on the number of theses reviewed
GSE	18	56.17	0.10	0.45	0.24	31.22
GSPP	8	35.1	0.007	0.12	0.79	24.37
SEng	15	30.4	0.03	0.009	0.07	18.6
SHSS	19	63.6	0.08	0.35	0.31	32.42
SST	17	44.3	0.01	0.1	0.09	37.4

Table 4: Summary of data

The formula for computing the average number of print books, e-sources, and websites is to get the total number of items divided by the total number of references. Example:

$$96 \text{ (cited books from GSE)} / 1,001 \text{ (total number of references)} = 0.10 \text{ or } 10\%$$

The research revealed that there is a very low usage of print books as a material used by the students to support their research needs. The GSE students only used 10% of print books in their reference list, GSPP is less than 1%, SEng is 3%, SHSS is 8% and SST is 1%. It can be justified that e-resources are the most used collection in the library. However, there are some print books listed in the reference list but is also not available in the library collection. It is also surprising to indicate that for GSPP students, they used 79% of web resources rather than downloading e-resources from the library's subscription databases. The GSE students utilized the library's e-resources very well and they were able to use 45% of them.

Results of the number of errors

The authors used the following scale to interpret the number of errors

Legend: Slight (less than 5 errors)

Moderate (between 6 and 10 errors)

High (more than 11 errors)

School	Average number of errors found	Error rate percentage	Interpretation
GSE	31.22	56%	High
GSPP	24.37	69%	High
SEng	18.6	61%	High
SHSS	32.42	51%	High
SST	37.4	84%	High

Table 5: Interpretation of results

In order to compare the schools, the error rate percentage was calculated using the following formula:

Average number of errors / Average number of references cited

Example based from GSE: $31.22 / 56.17 = 56\%$

The SST students have the highest number of error rate percentage with 84%. It is followed by GSPP with 69% error rate. Third is SEng with 61%. Only two from GSE had a moderate number of errors between 6 and 10 and all of the remaining theses had a high to very high number of errors. One student committed 120 errors out of 135 references listed. GSPP reported 2 theses with less than 50% errors, the rest have errors higher than 50%. All the categories of errors were identified, some theses do not follow even the basic rules: hanging indentations, last name first, presenting the full journal title and etc. SST reported that of the 17 theses, only 2 had an error rate below 30% with the rest at 100% error rate. Only 41% had correctly used in text citations. There is great variation of mistakes made. Apparently, no student had slight number of errors and most of them have a high number of errors. 3 theses

from SEng had number of errors below 30% (from 4-8). 100% error rate was committed by two SEng students.

Major errors for GSE using APA style

Incomplete citation is the common mistake. Students primarily forgot to include the place of the publisher when they are citing books. Some forgot to include the title of the journal and some of them are using the shortcut title of the journal. Some students forgot to include the journal's doi or online links and others do not complete the pagination range. Others also have difficulty identifying master's thesis or doctoral dissertation and some students do not put the correct author's name especially when they are referencing a corporate author.

Minor errors for GSE using APA style

Italization, spacing, use of punctuation marks, use of lower and uppercase letters, use of ampersand to connect authors and duplication of references are some minor mistakes. Some students also interchangeably use "bibliography" rather than "references" to put a title of the reference list.

Errors committed in GSPP theses

- No running head in most of the theses (only 1 thesis had a running head);
- Some reference lists are not indented. According to the rule, there should be one-half inch from the left margin;
- There were several errors when referencing the author's last names. They were not inverted;
- Master student listed the "anonymous" source, and made a footnote as: "The internal data was provided by a trusted anonymous source within the Karaganda Emergency Management Department";
- Some reference list were not alphabetized;
- Shortened journal titles ;
- Wrong italization.

Errors committed in SEng theses

The major errors affecting information retrieval are the following: putting a wrong source between a journal title instead of web site, incomplete and wrong journal title, year of publication and authors name are missing.

Minor errors commonly committed:

- spacing, italization, capitalization, bolding, quotation marks, punctuation and left alignment;
- omitted date of access to the online sources;
- incorrect use of volume and page format;
- replacement of authors' initials with full names or inverted incorrectly;
- interchanging of the terms "bibliography" and "references" or using both "bibliography/references";
- inconsistencies in applying reference style in one list.

Errors committed in SHSS theses

- Mainly how to structure the entries according to style;
- Confusing formatting elements from different styles;
- Not citing correctly according to material type;
- Not mentioning URL, especially for sources only found online;
- Inclusion of interviews as part of the bibliography (e.g. when APA style specifically asks not to include them).

Errors committed in SST theses

- Only two theses correctly titled the citation list as "reference" instead of "bibliography";
- Only five theses correctly used the author format;
- Many didn't include the full list of authors but instead used et al.;
- Only four theses correctly used the article title format;
- Only three theses correctly used the volume and page format;
- For all books cited, none referred to a specific chapter;
- Many books listed the ISBN and didn't add the place of publication;
- Most websites were inconsistently cited with missing information leading to uncertainty of what source was being cited.

Conclusions

Mistakes may happen, but we can avoid them. We do not want simple mistakes to become serious offenses of gross violation of academic integrity. But, with all the schools having high number of reference errors, this is getting serious. Academic integrity is important in building an honest society and we need to start it early. This research which also serves as a wake-up call does not impinge a bad name for the university or worse destroy the reputation and its

image. With the best of our abilities, we want to address this as a shared responsibility between student, faculty and the whole academic community. With respect to academic freedom, we are also bound to respect academic integrity. The value of standardization which has an impact to us reflects the kind of culture we have in the university. Everything that is seen and accessed online leaves a digital footprint, and as such is history in the making. Having no standard format shows inconsistencies, lack of process verification and is a product of a poor management. For now, librarians verifying the references are faced with a challenge that some schools do not have a single format being followed, and worse, no thesis manual to follow. What we want to address is to establish a community of practice wherein we verify the things we do to avoid more errors in the future. We may want to suggest that librarians are here to help and we can be partners for academic change.

There is a high regard for academic and ethical standard of a master's thesis and everyone has a role to play. It is expected that it follows a certain level of academic integrity specially that it is supervised mostly by PhD scholars. It is hoped that a more stringent process be done before the students exit the university as we put a premium to every person in the university especially with the faculty. This is a sad truth, but we need to learn from all of our mistakes. All of us are responsible and accountable in everything that we do.

Future Directions

This study will also be used to further review the collection development strategy of NU Library in terms of the number of referenced items not found in the NUL collection.

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PANEL 6 – IMPACT OF ERASMUS+ AND BOLASHAK PROGRAMMES ON INTERNATIONALIZATION OF KAZAKHSTANI UNIVERSITIES

THE ROLE OF ERASMUS+ IN THE INTERNATIONALIZATION OF HIGHER EDUCATION

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This article shows how, within the framework of the Erasmus + project, structural work is being done on the internationalization of higher education, as one of the objectives of the project. The aim of the project is to expand the cooperation of business universities in partner countries by changing the education paradigm in accordance with the requirements of the Bologna Process. Improvement of such cooperation will lead to a gradual increase in the effectiveness of the national development strategy, priority implementation, as well as changes in the situation in the field of entrepreneurship and employment of graduates. The starting point of the project is to study and determine the current professional structure necessary for modern employers in partner countries. This study will create an understanding of problem areas in legislation, education and business standards and will form part of the basis for their further correction. After determining the current experience of cooperation with business and universities, as well as the requirements of the business environment, the project is aimed at drawing up and implementing a new standard for establishing links between companies and universities, whether for launching innovative products or targeted future training of personnel or sharing experiences with young entrepreneurs. It is also expected that such a standard will also implement some practice-oriented training programs, tools and methods in a form suitable for implementation in the learning process.

Key words: educational process, higher education, new social environment, universities and business, education system education system.

The current economic situation in the world, as well as current social changes, create special requirements for education systems that can be managed. The widespread use of computer and information technologies has a significant impact on both the educational process and the specific perception of new data by each person. Leading EU countries in the field of educational services have considered this factor both in regulating their education system and in developing curricula a long time ago and have made significant progress on this path. Today, the quality of the modern education of the EU attracts thousands of students from all over the world. Progressive economic development of partner countries puts forward similar requirements for changing the educational environment. This was due to the reasons for strengthening international cooperation, and the similar evolution of the domestic

economic environment within the framework of development of a market economy. This requires in-depth study of the leading European educational systems and the further systematic integration of such experience into the specific educational culture of the European countries.

Al-Farabi Kazakh National University is the coordinator of the project Erasmus+ «Enhancement of higher education and corporate sectors integration in accordance with new social environment – ENINEDU» since October 2016. The participants of the project are two universities from the Republic of Kazakhstan – Al-Farabi Kazakh National University, L. Gumilyev Eurasian National University, three universities from Russia (Russian University of People's Friendship, I. Turgenev Orel State University, Samara State University) and four European universities (University of Santiago de Compostela (Santiago de Compostela, Spain), University of Nice Sophia Antipolis (Nice, France), Athens University of Economics and business (Athens, Greece), University of Sopron (Sopron, Hungary).

The aim of the project is to promote best practices and know-how programs of cooperation between universities and business in universities of the EU and partner countries, share experiences between EU and partner countries, create competencies for employees working in cooperation with enterprises and promote entrepreneurship development, the implementation of which in the long term to increase human potential and entrepreneurial activity both in the EU countries and in partner countries, support closer ties and cooperation between countries and contribute the development of society.

Cooperation between universities of the EU and partner countries in the field of business cooperation with universities will ensure better understanding of the needs of society and business, and will provide universities with tools for their adjustment with great accuracy.

Current features of the development of the educational environment in Kazakhstan and Russia consist of combination of modern and traditional approaches to learning, which are typical for transition period in any industry. However, it has become evident in recent years that business development is much faster than the development of the education system.

The project assumes the involvement of the leading European universities. This will lead to a more confident and hasty transformation of students' education in accordance with international standards in order to support the strategic development of partner countries. Of course, in addition to the practical orientation of the education sector of partner countries, there are many other problems associated with the aforementioned transition period and requiring a deliberate solution. However, this aspect is especially stands out due to the growing signs of a growing gap between the expectations of employers and the competence of graduates, as well as due to the continuing difficulty of establishing links between enterprises and universities in partner countries.

On the one hand, the worsening economic conditions pushes the company to look for employees who can solve operational problems at the proper level immediately after hiring. In other words, the requirements for practical knowledge of graduates and their understanding of real business operations are growing rapidly. However, the current training system with more academic and heterogeneous approach to understanding the real needs of business does not meet the expectations of employers. This consistently leads to an unnecessary increase in the salaries of professionals with experience, stirring up inflation, increasing the costs of poaching experienced professionals in the industry, and setting limits on career ceilings of graduates and generally reducing opportunities for their employment. On

the other hand, many companies already understand the need for cooperation with universities. But the lack of a national level benchmark as to how this cooperation should be done in Kazakhstan or in other partner countries leads to huge disagreements in the work with the universities, the result of this is usually disappointment on both sides. Correction of the project problem will help to solve these problems through a chain reaction.

Being one of the largest leading universities in Russia, on the one hand PFUR has serious contacts with leading companies from different sectors of the economy, and on the other hand with a huge number of Russian and foreign universities. Current work with employers, including large European multinational companies such as OBI and Nestle, provides information not only as an official feedback about our graduates, but also about the overall situation with personnel in different sectors of the economy of Russia and Kazakhstan. Over the past few years, this information has become more unidirectional, which has made it possible to form an understanding of the need for this project as a scientific study of the problem of improving the cooperation between business and university. Together with that, participation in intercollegiate communications of the PFUR provided information on the specifics and diversity of methods of business cooperation between educational institutions that do not quite fit into the current development strategy of partner countries.

The idea of the project is taken from the experience of the partner university. People's Friendship University and KazNU had a long-standing cooperation with large international, Kazakh and Russian companies. ENU has experience of work both in local and European projects, as well as practice of cooperation with business universities in the field of education. Samara and Orel universities have experience of work and cooperation with employers in different regions within different economic conditions. Inter-university discussion of problems of practical training of graduates has long been held at various inter-university conferences in partner countries. However, in recent years the intensity of discussions has gradually increased due to changes of economic situation, as well as the continued development of market institutions in the economies of partner countries.

The European side is represented by a consortium of universities that have achieved high results in cooperation with employers, as well as the practical orientation of their programs at a high level. As reference samples, the universities of Spain and France were chosen, while the universities of Hungary and Greece are examples of practices of adaptation to national characteristics. Russia and Kazakhstan universities were selected from the standpoint of experience with the various levels of cooperation with business, as well as the use of application techniques, and their presence in the regions with different levels of economic development that will help the project at the preparation stage and at the stage of distribution.

For example, the strength of KazNU in the consortium is that it has a very close cooperation with employers, including regular events, such as "Career Day", "Job Fair", to attract employers, statistics collection, monitoring and analysis of labor markets, and so on. This experience of cooperation and participation of employers in the education process will bring additional value to the consortium through the creation of tools for career management. Participation of the ENU is advantageous due to its proximity to the Asia-Pacific region, acting as a bridge among European and Asian universities, and presents different approaches to integration of business practices in the management of the educational process. In addition, Samara and Orel universities operate in regions with sharply differing economic conditions and specializations, helping the project with localized practical application of basic methods

of cooperation of business university. PFUR has a wide network of links between universities both in partner countries and internationally and, therefore, has accumulated an extensive knowledge base on the application of the method of practical training on the basis of the project.

The need for participation of European universities is due to the exceptionally high level of development of the education sector as a whole and, in particular, the long-term application of various ideas of cooperation between business and universities. Universities in Europe work in a single educational space, which allows them to consistently share their experiences, thereby providing a synergistic effect. Deep and comprehensive study of the practice of cooperation in the field of business and universities European universities will enable educational institutions in the partner countries to make significant progress in ensuring that their education systems to modern European standards. In the future, this rapprochement will inevitably lead to an expansion of cooperation between European and partner companies.

The general and preliminary innovative part of this project is the goal of developing a standard of an integrated system of cooperation between business and universities in order to increase the attractiveness of the graduate as an employee and to contribute the disclosure of its potential. This approach is new for non-EU countries and, with the support of government regulators, will have a significant impact on the renewal of the educational environment of the consortium's countries.

Specific innovative elements will be the following results:

- Detailed study of contemporary business-HEI cooperation approaches of the consortium countries and the development on this basis of structural complex of methods aimed at drastic improvement of the interconnection of HEI and business in the society;
- The innovative system standard of applicable business-HEI cooperation practices and practical training methods. The first including a state-of-art versions of forming a mutually beneficial system of cooperation between business practices and HEI education process and methods of entrepreneurial activity support. Second involving classroom simulations, curricula flexibility, redesign of student entrepreneurship, practice placement, alumni mentorship and business involvement;
- Methodological handbook for HEI with recommendations for the implementation of this complex system into the existing educational process and curricula redesign;
- Interactive online web resource for intercollegiate operating experience developed complex and further development of the project;
- Web-based employment guidance system and counseling platform allowing to fill the gap in providing full package of career services for students and covering all relevant stakeholders and target groups;
- Handbook of course development technology with practical training embedded into academic education process;
- Guidelines of student entrepreneurship centers creation and redesign as a part of practice oriented training program inside curricula (and the redesign of centers themselves);
- Retrained lecturers acting as multipliers and drivers of the business-HEI cooperation system;

- Web based Alumni network standardized design both in terms of functionality and compatibility with project aims;
- Recommendations for Ministries of Education of partner countries with the aim of changing the legislation in order to aid a wider implementation of project findings and outcomes.

ABOUT THE EXPERIENCE OF THE KAZAKH UNIVERSITY OF ECONOMICS, FINANCE AND INTERNATIONAL TRADE IN THE DEVELOPMENT OF INTERNATIONALIZATION PROCESSES THROUGH ERASMUS + PROJECTS

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The internationalization of higher education creates new opportunities, contributes to increasing the accessibility and quality of higher education and the introduction of innovative work processes in higher education systems. Relying on the achievements of international cooperation, internationalization, in turn, contributes to its strengthening. The strategy of internationalization of KazUEFMT is developed in accordance with the strategy of academic mobility in the Republic of Kazakhstan for 2012-2020, as well as the documents of the Organization for Economic Cooperation and Development (OECD).

Internationalization in higher education at the national, sectoral and institutional levels is a process in which the goals, functions and organization of the delivery of educational services acquire an international dimension.

Internationalization of education includes the following forms of international cooperation:

1. Individual mobility: mobility of students or professors for educational purposes;
2. Mobility of educational programs and institutional mobility; establishment of new international standards of educational programs;
3. Integration of the international dimension and educational standards into the curricula;
4. Institutional partnership: creation of strategic educational alliances.

There are four strategies for the internationalization of higher education that characterizes the policies of the OECD countries in this area¹:

1. Mutual understanding approach;
2. Skilled migration approach;
3. Revenue-generating approach;
4. Capacity building approach.

Mutual understanding approach. The mutual understanding approach is based on the long-term political, cultural, and academic goals of the country's development. The implementation of such strategy is carried out through the support of student and academic mobility, provision of scholarships and the implementation of academic exchange programs, as well as programs aimed at building institutional partnerships in higher education. The central principle of this approach is international cooperation, not competition.

Skilled migration approach. The skilled migration approach is aimed at attracting selected foreign specialists and talented students to work in the host country as a means of ensuring economic development and enhancing the country's competitiveness in the knowledge economy. The main instrument of this approach is the system of academic scholarships, supplemented by an active program to promote the higher education system of the country abroad in conjunction with the adoption of appropriate visa and immigration legislation. The implementation of such programs is carried out through special agencies or a network of agencies and organizations.

Revenue-forming approach. The revenue forming approach is based on an agreed approach and on strategies for attracting skilled labor; however, the educational services are offered on a fully paid basis and state subsidies are not provided. Foreign students provide additional income to educational institutions, encouraging universities to implement entrepreneurial strategy in the international education market. Governments, in turn, provide significant autonomy to universities, provide a high reputation for their higher education system, as well as a high degree of protection for foreign students.

Capacity building approach. The capacity building approach encourages higher education abroad or in higher education institutions - providers of foreign educational services. Important tools for this approach are:

- 1) programs supporting foreign mobility of civil servants, faculty, scientists and students;
- 2) providing foreign universities, programs and teachers with favorable conditions for commercial educational activities in the country and encouraging the establishment of partnerships with local providers of educational services to ensure the transfer of knowledge between foreign and local educational institutions.

¹ OECD (2004). Internationalization and Trade in Higher Education: Opportunities and Challenges // <http://www.oecd.org/education/skills-beyond-school/33730019.pdf>

The internationalization of higher education creates new opportunities, contributes to increasing the accessibility and quality of higher education and the introduction of innovative work processes in higher education systems. Relying on the achievements of international cooperation, internationalization, in turn, contributes to its strengthening.

The notion of internationalization in the field of higher education in international practice traditionally includes two aspects: "internal" internationalization (at home) and "external" internationalization (education abroad, cross-border education).

The undoubted advantages of internationalization include the emergence of international quality standards and higher levels of innovation in higher education, increased accessibility of higher education, universalization of knowledge, expansion and strengthening of international cooperation and stimulation of academic and student mobility.

One of the important components of internationalization is the academic mobility of students and teachers. KazUEFMT is taking practical steps to implement academic mobility as one of the effective parameters of the Bologna process.

Academic mobility of students (undergraduate and post-graduate), teachers, researchers and administrative staff of higher educational institutions is one of the main elements that create opportunities for personal growth, supporting international cooperation between people and higher education institutions, improving the quality of higher education and scientific research.

The main forms of academic mobility are:

- joint programs;
- network consortia of universities;
- academic exchange programs between partner universities;
- exchange programs of international funds (Erasmus +, DAAD programs, etc.);
- academic or research internships;
- internships in the industry;
- coordination and participation in the summer programs of universities.

International activity in KazUEFMT is carried out within the framework of concluded agreements with foreign universities and organizations (57), including 30 with partners from the far-abroad countries and 28 with partners from the near-abroad countries. Within the framework of these agreements, meetings, round tables, conferences, guest lectures of foreign lecturers and other events are held annually.

The University participates in the implementation of 3 projects of the Erasmus + program.

1. Project Erasmus + "WELCOME": Opening towards the international university communities.

Main characteristic of the project:

- Duration of the project: 2016 – 2019;
- The project budget is 87,755.5 EUR;

- Expected results: introduction of strategic and marketing methods for attracting foreign students, teachers and researchers.

The objectives of the project: to increase the growth of internationalization in Kazakhstani and Chinese universities; to increase the growth of foreign students and teachers from partner universities; to develop an international online platform; to create service-oriented centers for international relations; to develop a strategic and marketing plan for internationalization.

Expected results: report on the level of internationalization of universities and marketing activities; creation of a portal of Kazakhstani and Chinese universities on internationalization; creation and development of service-oriented centers for international relations; training of project managers and personnel; development and implementation of strategic and marketing plans.

Partners: Polytechnic University of Catalonia (Spain); Royal Institute of Technology (Sweden); Tallinn University of Technology (Estonia); Instituto Superior Técnico (Portugal); University of Rovira i Virgili (Spain); University of Perpignan Via Domitia (France); Beihang University (PRC); Tongji University (PRC); L.N. Gumilyov Eurasian National University (Kazakhstan); Narxoz University (Kazakhstan); Karaganda State Medical University (Kazakhstan); Kazakh University of Economics, Finance and International Trade (Kazakhstan).

2. Project Erasmus + "EDUQAS" Implementation of the Quality Assurance System through University-Business-Government cooperation in universities "

Main characteristic of the project:

- The duration of the project: 2018-2020;
- The project budget is 67,732 euros.

The goal of the project: to improve the quality assurance systems of education by developing effective internal quality standards. The internal quality control system will be based on the analysis of needs and opportunities in universities of Kazakhstan and Ukraine and analysis of best practices from the best quality assurance projects within the Bologna process.

Objectives: to promote the establishment of a quality culture at various levels through motivation, trust, responsibility of students and individual employees and institutional leadership; to develop proposals for the development of programs for undergraduate and post-graduate programs with the involvement of all stakeholders; to develop technologies for assessing the quality of undergraduate and post-graduate programs; to conduct training on quality assurance for professionals and teachers; to improve the university-business-government partnership network through cooperation with EU universities; to develop internal quality information systems in universities and corporate quality assurance infrastructure based on information, communication, online and mobile technologies.

Expected results: establishment of a quality assurance unit, development of a set of standards and guidelines for internal quality control in higher education; improvement of the quality of activities (research, education, management) based on the study of the procedures and processes of EU universities; improvement of the quality of culture among students, teachers, management and administration of the University; an advanced university-business-

government partnership network through the cooperation of quality assurance agencies, professors, researchers, university students of the EU; improved internal university information systems for quality assessment and corporate quality assurance infrastructure; national quality standards based on the pilot domestic policies, guidelines and quality control procedures, ensuring the quality of the partner organizations.

Partners: University of Craiova (Craiova, Romania) - Project Coordinator, Royal Institute of Technology (Stockholm, Sweden), University of Liege (Liege, Belgium), Plovdiv University (Plovdiv, Bulgaria), University of Latvia (Riga, Latvia), University of Lorraine (Nancy, France), Simon Kuznets Kharkov National University of Economics (Kharkov, Ukraine), Lviv Polytechnic National University (Lviv, Ukraine), Donetsk State University of Management (Mariupol, Ukraine), National Metallurgical Academy of Ukraine (Dnipro, Ukraine), Kazakh Abylai khan University of International Relations and World Languages (Almaty, Kazakhstan), Kazakh University of Economics, Finance and International Trade (Astana, Kazakhstan), Institute of Higher Education of the National Academy of Educational Sciences of Ukraine (Kiev, Ukraine), Quality Assurance Agency for Higher Education (Kiev, Ukraine), Ministry of Education and Science of Ukraine (Kiev, Ukraine), Ministry of Education and Science of the Republic of Kazakhstan (Astana, Kazakhstan), The Supreme Council for the evaluation of research and education (Paris, France).

Associate partners: Independent Agency for Accreditation and Rating (Astana, Kazakhstan), Bilim-Central Asia Educational Center (Almaty, Kazakhstan), Association of Kazakh Teachers of the French Language (Almaty, Kazakhstan), Kazakhstan Communication Association (Almaty, Kazakhstan), Kharkov City National Public Association of Kazakhstanians "Birlik" (Kharkov, Ukraine), Latvian Confederation of Employers (Riga, Latvia), Institute of Contemporary Psychological Technologies (Kiev, Ukraine), Time is possible (Kharkov, Ukraine), Gender Resource Center (Kharkov, Ukraine), Kharkov Regional State Administration (Kharkov, Ukraine), Dnepropetrovsk Chamber of Commerce and Industry (Dnipro, Ukraine), Agency of French-speaking Universities in Central and Eastern Europe (Bucharest, Romania).

3. The project of academic mobility Erasmus + with the University of Valladolid in Spain.

Main characteristic of the project:

- Duration of the project: 01.06.2017 - 31.07.2019.

Expected Result: Within the framework of the agreement with the university, students can receive an academic mobility scholarship for one semester. An interinstitutional agreement was signed with each university partner and contains information about universities, number of allocated seats, necessary language skills, etc.

Project partners: universities of the following countries: Albania, Argentina, Azerbaijan, Belarus, Belize, Bolivia, Brazil, Cape Verde, Chile, Colombia, Cuba, Egypt, El Salvador, Fiji, Gabon, Georgia, Guatemala, Honduras, Jamaica, Kazakhstan, Kyrgyzstan, Nicaragua, Nigeria, South Africa, Papua New Guinea, Paraguay, Trinidad and Tobago, Tunisia, Ukraine, Uzbekistan, Vietnam, Zambia.

Mobility period - 5 months.

The monthly scholarship for undergraduate and graduate students is 800 EUR, in addition the University of Valladolid covers the costs of travel to Spain, medical insurance, registration fee, visa fees, as well as Spanish courses for all foreign students.

Participation in these projects allows not only to raise the process of internationalization of the educational process to a new level, but also to gain access to modern educational technologies.

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PANEL 7 – CHALLENGES OF ENSURING ETHICAL STANDARDS AND DEVELOPING RESEARCH COMMUNITIES IN CENTRAL ASIA

RESEARCH ETHICS REVIEW AS ONE WAY TO PROTECT HUMAN SUBJECT AND NOT ONLY

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Key words: ethics review, research ethics, Institutional Review Boards

Ethics has gained much popularity and recognition in the field of research with the development of behavioral, medical and biomedical sciences resulting from unsuccessful studies involving human subjects which led to detrimental and lethal consequences (Sieber & Tolich, 2014). These instances of unethical research have led to the proposal of various codes of ethics, each aiming to protect human subjects from physical, emotional, and psychological harm. The Nuremberg Code of Ethics (1949), Helsinki Declaration (1964), and Belmont Report (1979) were introduced (Meltzoff, 2005). Today, at the institutional level, Institutional Review Boards (IRBs) or Institutional Research Ethics Committees (IREC) function to review research involving human subjects for maintenance of ethical considerations (McAreavey & Muir, 2011). These boards review research for ethics referring to the above-mentioned codes along with federal regulations and laws of the country.

With the increasing amount of research and increasing interest in social behavioral phenomena, IRBs have been gaining criticism of different character so far too. More and more IRBs are seen as preventive institutions rather than supportive, and IRBs have become known as “ethics police” (Gunsalus et al., 2006, p.1141). Some complaints about IRBs are related to the process itself, whereas others criticize the members of IRBs. Very common criticism about the process is its time-consuming nature along with the involvement of much paperwork that delays the data gathering process (Blunt, Savulescu, & Watson, 1998; Whitney et al., 2008; Israel & Hay, 2006). Moreover, some researchers believe that the regulations applied to review social and behavioral science research are checked against the regulations which are more suitable for reviewing medical or biomedical research (De Vrie, DeBruin & Goodgame, 2004; Sikes, 2013). Other scholars criticize members of IRBs, stating that the problem is not in the regulations but rather in its interpretations (Breckler, 2005). Also, researchers and faculty believe that they are being deprived of academic freedom by being questioned of epistemology and methodology of their proposed research (Sikes & Piper, 2010).

Despite all the criticism, the significant role of IRBs in protecting human subjects, at the first place, cannot be neglected. As history and literature shows, apart from harmful unethical studies of the mid 20th century, some unethical research with deception scandals continued to take place close to the end of the 1990's (McAreavey & Muir, 2011). It should be noted that not only do IRBs protect people's well-fare and their human rights, but also the review

process has some pedagogical and practical values for researchers and other stakeholders. This paper seeks to analyze literature on the institutionalized research ethics review process through the perspective of stakeholder analysis. According to Bryson (2007), stakeholder analysis is extremely vital in considering the ways to increase the efficiency of the policy or solving the policy problems because any policy, at the first place, serves for and entails people, groups, or organizations. Also, the theoretical framework will highlight the benefits of the process and stress on the significance of the educational policy of establishing institutionalized research ethics review boards. Moreover, reviewing literature using stakeholder theoretical framework will allow shedding light on the ways to increase the efficiency of the policy and suggest some recommendations for the improvement of the policy. The stakeholders who will be considered in this paper are human subjects involved in research, a university, and researchers or faculty.

Stakeholder Analysis

Research participants are the most interested parties (although they are not always aware of it) in the policy. As history shows, there were many studies and experiments conducted involving human subjects which ended with detrimental consequences for human participants. One of the most well-known examples is Nazi Medical Experiments in which prisoners were forced to be part of different medical experiments which ended for most of them either with death or untreated illnesses. Another known as the absolutely unethical study is Tuskegee Syphilis Experiment with African-American population. Some number of the participants in the study were intentionally infected with syphilis, whereas the rest part had already been infected and they were deceived that they would get treatment for syphilis (Meltzoff, 2005). Both of these studies were recognized several decades later as unethical studies contradicting all moral human norms. Also, these studies resulted in the creation of codes of research ethics such as Nuremberg Code (1964) and Belmont Report (1979). The Belmont Report (1979) is the foundational document the current U.S. human protection system adheres to (The National Commission, 1979). The report proposes the core three principles: respect for person, beneficence, and justice. These principles are considered in evaluating any research for the maintenance of ethical norms and regulations by IRBs (Ferraro, Szigeti, Dawes, & Pan, 1999; Sieber & Tolich, 2013).

According to Sieber and Tolich (2013), human subjects need a special approach in considering them as research participants because “all people are vulnerable in one way or another” (p. 13). However, there is a special group of people – vulnerable population, the population which needs not only a careful approach but they are also populations “whom society most needs to understand and serve” (p. 13). People with physical or psychological disorders, children under age of eighteen, pregnant women, prisoners, refugees etc. are considered as a vulnerable population who are not eligible to predict and evaluate the potential level of risk or harm they may encounter during a study (Levine, 1988). Thus, the role of IRBs as a committee responsible for foreseeing and preventing unethical research becomes significant in relation to research participants.

As for university, the establishment of IRB means more than protecting human subjects. University as an independent organization carries a double responsibility. At the first place, it aims to ensure that human participants are protected from research risks. The literature illustrated that the cases of the research proposal with psychological and emotional risks which were prevented and rejected by IRB exist (Ashcraft & Krause, 2007). This is an example of the efficiency of the boards in terms of protecting human subjects from minimal or more

than minimal risks. At the same time, this informs that university falls under risk of damaging its reputation by overlooking unethical research. Thus, IRBs not only protects human subjects but also it protects itself and university-affiliated researchers from lawsuits and bad press which eventually might affect the university ranking (Sieber & Tolich, 2014).

Not the last but the least interested party in the ethics review process is university faculty and researchers. Faculty complaints and dissatisfaction with IRB procedures depicted in the literature make them the least interested. Yet, some empirical studies highlighted that faculty recognizes the significance of the ethics review boards as one way to protect human subjects (Ashcraft & Krause, 2007; Ferraro, Szigeti, Dawes, & Pan, 1999). In reality, there are some other benefits and values faculty gains from having reviewed their research proposals by IRB. To our knowledge, the hallmark of academic progress within academia is faculty high-quality research and its later publication in peer-reviewed journals (Leberman, Eames, & Barnett, 2016). According to APA (2016), IRB provides faculty with “in-house experts” (p. 5) who may serve as “a resource of ethical wisdom” (Gunsalus et al., 2006, p. 1441) for faculty, in particular for novice researchers and graduate students. As Sikes (2013) noted, faculty might not always have sufficient prior knowledge of the risks their research might generate. This especially concerns the faculty who have recently joined university of the different context and culture with differing regulations and moral norms (Zhang, 2017). Therefore, the practical value of IRBs for researchers and faculty cannot be underemphasized. Moreover, the research proposals which have gone through a review of IRB makes them more eligible to win funding, because funding organizations are more likely to trust the university which has its own established system of ensuring the quality of research

In conclusion, it is important to note that all listed advantages of IRB from the stakeholder perspectives are important aspects which need to be considered at early stages of establishing IRBs and at later stages when they are functioning. In particular, it is very vital to disseminate among faculty and researchers more knowledge about listed benefits and values of the process both for human subjects, university, and researchers. The main focus should be informing researchers and faculty that ethics review process is more than a formality and that there are many rationales behind this educational policy. Consequently, all the complaints and dissatisfactions with the process from faculty and researchers’ part will dissipate.

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PANEL 8 – YOUTH PERSPECTIVES ON ACADEMIC INTEGRITY AND INTERNATIONALIZATION

ACADEMIC INDUSTRY AND INTERNATIONALIZATION

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Academic field became one of the most increasingly growing industries in the world. If the growth rates of academic expenditures will be compared with countries' GDP growth rates, obviously there are essential difference between them. Education always was priority direction of government policy based on attaining high quality of population knowledge.

Modern education is complemented with internationalization process and they are non-separable meanings. Actually academic internationalization is a part of globalization process. (Altbach, Philip G., 2007, p.121-139) However, this process has to be taken account and seriously analyzed. Diplomatic, cultural and economic perspectives are suitable for state and universities' goals related to public. (Scott, P., 2005) In this article, academic internationalization process in Kazakhstan has been considered as future direction of entire Kazakhstani education.

First of all, well-designed infrastructure opens huge opportunities to build effective educational process with innovative approach. Without new technologies, software and hardware this process is difficult to realize. However, main investments should be allocated on new campuses student dormitories, facilities and equipment. According to World Bank data Kazakhstan spends in average 3,14% of GDP for education, increasing investments will affect positively.

Secondly, whole higher educational system has to be oriented to teaching completely in English, except of disciplines, which are required to be taught according to the government regulation. Using English language opens range of opportunities to use qualitative literature sources, software in Agricultural, Biological sciences, Engineering, Exact and Humanitarian sciences and Healthcare sciences as strategic direction. (Perez-Cervantes, Mena-Chalco and Cesar, 2012, p. 1-8)

Thirdly, independently created high quality educational programs creates competitive advantage. However, it can be achieved by integration with Information Technologies (IT). Nowadays, IT is the connection point with science and technical implementation. Students must know how to apply their knowledge in professional field; also, they must know how to make it working automatically.

Moreover, collaboration with International educational organization and scholarship programs increases possibilities to attract foreign students in Kazakhstan. In the other words, cooperation with global universities implies work oriented to students and professors' academic mobility, joint research projects with applying developed experience and open

world library, which is e-books database. International or transnational academic recruitment is the important tool to choose capable students from foreign countries. (Kim T., 2009, p. 396)

Not only work with global universities, but also work with government has to be conducted. Particularly for Kazakhstan, foreign students from close-bordered countries has to be taken into account. Concerning 2015 database of UNESCO institute for Statistics, number of pupils educating represented as follow: Russia (7,866 mln), Uzbekistan (2,513 mln), Kyrgyzstan (0,583 mln), Mongolia (0,255 mln), Tajikistan (1,062 mln) and Turkmenistan (0,600 mln). Those countries are the most interesting for us, with youth having huge potential and intention to study hard. Kazakhstan is able to provide academic area to disclose their academic talents.

For realization steps above, conducting of international conferences, forums and contests is integral process of academic internationalization. Young people participating there become familiar with Kazakhstani culture, life style and academic field in country. On the other hand, communication among native and foreign students leads to intercommunication between one another.

In addition, government of Republic of Kazakhstan has to work in cooperation with foreign Ministries of education to come up with single solution. Starting from financing and finishing process of getting permission for residence through e-government services.

In conclusion, academic internationalization requires systematical and accurate approach to implement those plans in reality. Internationalization arises positive outcomes for our students, to get motivation, aspiration to study and develop yourself through communication with foreigners. It can be considered as long-term project, which is carrying out with intention to be strategic partners in the future. It is valuable premise to put commencement for economies development and inter trading relationships.

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